

PYP planner

Planning the inquiry

Class/grade: **First**  Age group: **6-7**

School:  **Westwood Elementary** School code: **7444**

Title:  **In My Mind’s Eye**

Teacher(s):  **Blaty, Nuhfer, Waldren**

Date: **January/February**

Proposed duration: number of hours: **120 hrs.** over number of weeks: **6**

**1. What is our purpose?**

**To inquire into the following:**

* **transdisciplinary theme**

**How We Express Ourselves**

* **central idea**

**Culture influences the creation and perception of art.**

**Summative assessment task(s):**

What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Summative assessments are evidence of attainment or indicators of success. A summative assessment is an opportunity for students to creatively demonstrate their conceptual understanding of the central idea. Students choose the format of their summative assessment which is neither dictated nor limited by the teacher.

* Posters
* Make a book
* Make a piece of art (mask, sculpture, painting, dance, collage, song, drama, written work)
* Self-selected (student choice)

**Actions/Evidence:**

* Students will use vocabulary and apply art knowledge/techniques as they create new works of art to express themselves.
* Students will initiate conversations about the personal background and inspirations of different cultures.
* Students will demonstrate an awareness that art takes many forms including visual art, performing art, etc.

**2. What do we want to learn?**

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

**Form, reflection, perspective**

What lines of inquiry will define the scope of the inquiry into the central idea?

* **Nature reflected in art**
* **Fine arts**
* **Performing Arts**

What teacher questions/provocations will drive these inquiries?

1. **What are the different features of the arts? (Form)**
2. **How do art/artists differ from culture to culture? (Reflection)**
3. **Which type of art do you prefer? (Perspective)**

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**4. How best might we learn?**

**What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**

**Front-loading:**

* Classroom artifact table
* Introduce concepts by rotating to each other’s classrooms

**Learning Experiences/Engagements:**

* Create the products (How We Organize Ourselves) from different cultures.
* Teachers model the parts of a collaborative group showing how you create parts of the assessments.

**What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**

* **Communication Skills**: Investigating ways to express themselves through art.
* **Thinking Skills**: Describing and critiquing works of art created by themselves, their peers, and other artists.
* **Self Management Skills:** Monitoring and reflecting upon choice of media/techniques to use in creating artworks and the choice of items for personal portfolios.

**3. How might we know what we have learned?**

*This column should be used in conjunction with “How best might we learn?”*

**What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**

* KWL
* Teacher observation
* Classroom discussion

Students will be asked to tell/draw how culture influences the creation and perception of art.

**What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**

* Students will demonstrate knowledge of how nature is reflected in art.
* Students will display their ability to express themselves through fine arts and/or performing arts.
* Students will be able to tell how culture influences art.
* Students will critique the works of art from different cultures.

**5. What resources need to be gathered?**

**What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?**

Mrs. Trulock and Mrs. Gay play an integral part in this planner. All books, posters, and resources are in our planner tubs or in the planner tubs in the library.

**How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**

Set up classroom art museums and art studios.

Hallway bulletin boards/cafeteria will become art galleries.

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Reflecting on the inquiry

**6. To what extent did we achieve our purpose?**

**Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**

Focusing on processes and procedures allowed our students to become better writers, reflect on their ability to follow classroom procedures, and organize their thoughts to be able to accomplish tasks. After reflecting on the unit, we saw that the concepts didn't go with the transdisciplinary theme for the unit. Since the unit was successful, we are incorporating the concepts into Who We Are, and are changing the central idea for this unit.

**How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.**

The students demonstrated a creative or practical process as an assessment. Our central idea changed so this assessment is no longer valid.

**What was the evidence that connections were made between the central idea and the transdisciplinary theme?**

After looking at our central idea more closely we realized that it didn’t fall under the correct transdisciplinary theme. We feel that our new CI will provide more connections and will fit with the theme.

**7. To what extent did we include the elements of the PYP?**

What were the learning experiences that enabled students to:

In each case, explain your selection.

**develop an understanding of the concepts identified in “What do we want to learn?”**

* Students used steps of the writing process to publish stories.
* Students created timelines to organize their daily schedules.
* Students used graphic organizers to show the correct process for solving word problems.

**demonstrate the learning and application of particular transdisciplinary skills?**

* **Self-Management Skills –** Through breaking tasks into steps, students were more equipped to complete complex tasks.
* **Communication Skills –** As student’s written language improved through the use of the writing process they were better able to communicate ideas.

**Develop particular attributes of the learner profile and/or attitudes?**

* **Independence** – Through breaking tasks into steps, students were able to work with less assistance from the teacher.
* **Commitment** – Students were able to complete creative and practical processes and procedures.

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Reflecting on the inquiry

**9. Teacher notes**

* Discuss a list of vocabulary words to be used during this planner.
* Ask a paper company to donate some art supplies.
* Find out exactly which artists Mrs. Trulock has talked about with the student before starting this planner.

**8. What student-initiated inquiries arose from the learning?**

**Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**

* What procedures do we use at Westwood?
* How do people make books?
* What do illustrators and authors do?
* Is it a process when we get ready for lunch?
* What other processes do we use all the time?

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

**What student-initiated actions arose from the learning?**

**Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.**

* One student brought in a recipe after noticing that their mom followed steps to make cookies.
* When listening to read alouds, students were excited to notice processes or procedures the characters followed.
* Students began using the term “principled’ more often to describe classmates who were following procedures.

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